Idaho Literacy Committee, September 12, 2014

Professional Development

What did we decide last time?
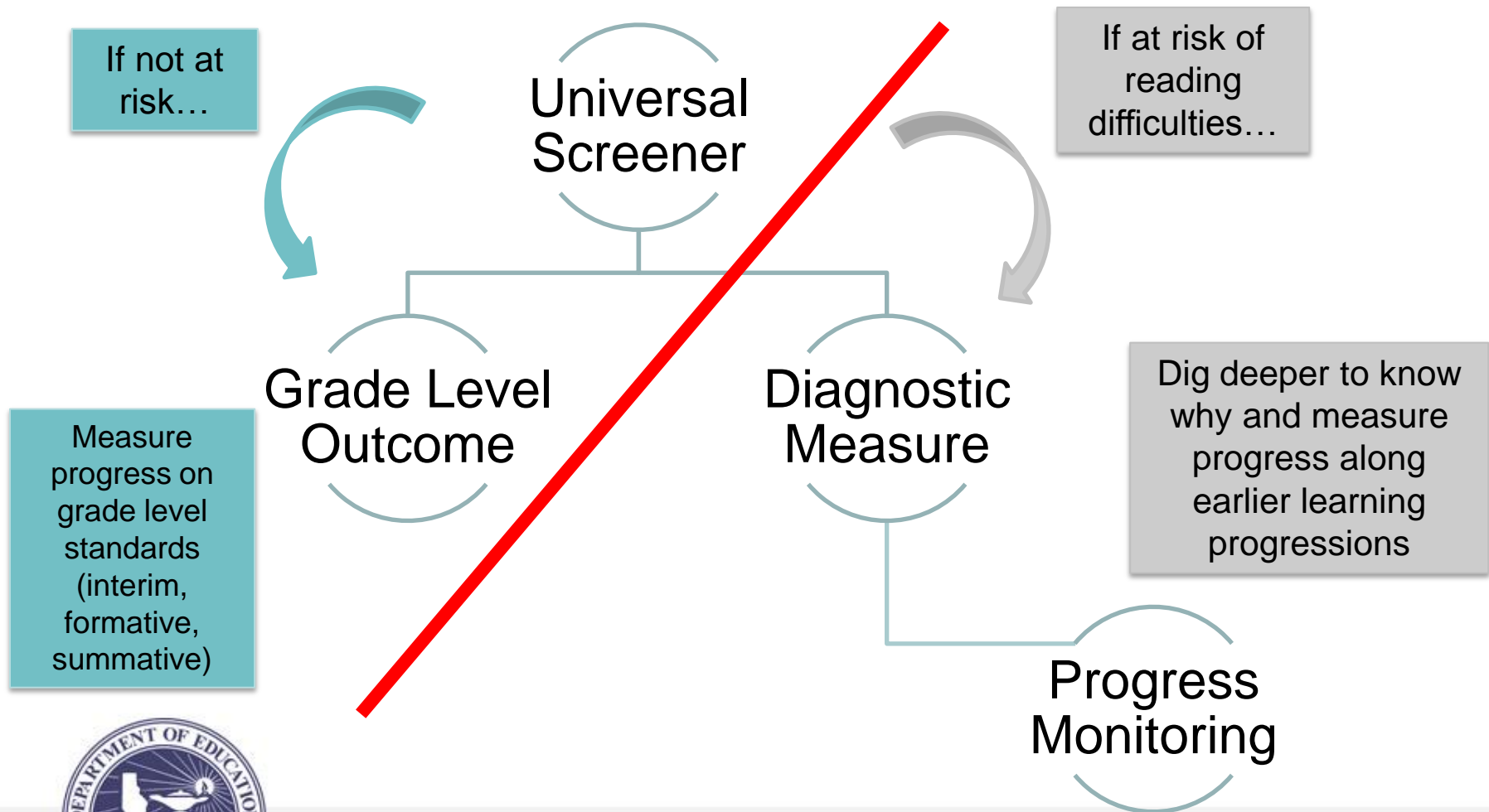
"Kahoot.lt"

.

Recommendations

1. IRI will be used as a screener
2. IRI (screener) should not be used for accountability (teacher, student, building)
3. Review/revisit the current IRI and address concerns (as well as explore alternatives)
4. State should provide progress monitoring (growth model)
5. Continue progress monitoring until mastery
6. Require/provide diagnostic assessments

A Decision Tree that Starts with Screening

If not at risk…

If at risk of reading difficulties…

Universal Screener

Grade Level Outcome

Diagnostic Measure

Measure progress on grade level standards (interim, formative, summative)

Dig deeper to know why and measure progress along earlier learning progressions

Progress Monitoring

Example Reading Diagnostic Decision Tree

Not At Risk

At Risk

Screener

Outcome

Diagnostic

Progress Monitoring

UNIVERSAL SCREENER for Fluency and Decoding Skills
(e.g. the IRI, or a similar screener)

IF...Passing all subtests on the Screener, THEN...group using **GRADE LEVEL CURRICULUM MEASURES** (e.g. unit tests), and provide intervention at or above grade level.

IF...NOT passing all subtests on the Screener, THEN...further assess with **DIAGNOSTIC MEASURES** for phonics / decoding (e.g. CORE Phonics Survey, TPRI, etc.).

IF...Passing all diagnostic subtests, THEN...provide intervention for **oral reading fluency** in accuracy, rate, and prosody.

IF...NOT passing all diagnostic subtests, THEN begin intervention instruction at the furthest point back in which mastery is lacking.

IF...Passing complex phonic elements, provide intervention in **multisyllabic words**.

IF...NOT passing complex phonic elements, THEN assess basic phonic elements.

IF...Passing basic phonic elements, THEN provide intervention in **complex phonic elements** (e.g. digraphs, blends, variant vowels, etc.).

IF...NOT passing basic phonic elements, THEN assess for phonemic awareness.

IF...Passing phonemic awareness, THEN provide intervention in **basic phonic elements** (e.g. single letter-sound correspondance, etc.).

IF...NOT passing phonemic awareness, THEN provide intervention beginning with **phonemic awareness**.

Progress Monitoring is **embedded** into the process **depending** on the results of your **diagnostic assessment** and the level of **intervention** being provided.

Comprehensive Assessment System

Assessment	Time Frame	Students Assessed	Main Purposes
Screening **TBD**	Beginning of School Year	All Students	• Determine risk status • Determine instructional groups • Helps teachers differentiate instruction based upon identified instructional needs.
Diagnostic **TBD**	As Needed	Selected Students	• Helps plan instruction. • Helps teachers differentiate instruction based upon identified instructional needs.
Progress Monitoring **TBD**	Determined by Risk Status	All Students 3 Times per year Struggling Students Bi-Monthly	• Determine if students are making adequate progress with current instruction. • Inform schoolwide action plans.
Outcome **(SBAC)**	End of School Year	All Students	• Gives school leaders and teachers feedback about the overall effectiveness of their reading program. • Inform school-wide action plans.

Source: National Reading First, Technical Assistance Center, Meeting the Needs of All Learners

Assessment Literacy

Recommend that once the new assessment system is in place, the state provide professional development in both how to administer and analyze assessment data (all assessments including SBAC)

National Perspective

Northwest Comprehensive Center
at Education Northwest

Break

International Dyslexia Association

Dr. Suzanne Carreker,
Senior VP Innovative Solutions
Neuhaus Education Center

Break

Scaling Up

"Teacher effectiveness has the largest impact of school effects on student learning and research indicates that top-quintile teacher produce learning gains three times that of bottom-quintile teachers."

Hassel & Hassel

3X For all: Extending the reach of education's best

Public Impact, 2009

"A teacher is 20 times as impactful as any other intervention"

Describe the worst training/meeting you can remember.

Blooms Taxonomy According to Seinfeld

Learning Forward
(National Staff Development Council)
Standards

- Learning Communities
- Resources
- Learning Designs
- Outcomes
- Leadership
- Data
- **Implementation**

Adult Learning Theory

- **Application in the "real world"**
- **Ability to choose**
- **Direct/concrete experiences**
- **Ego**
- **Feedback**
- **Small group**
- **Must be facilitated**

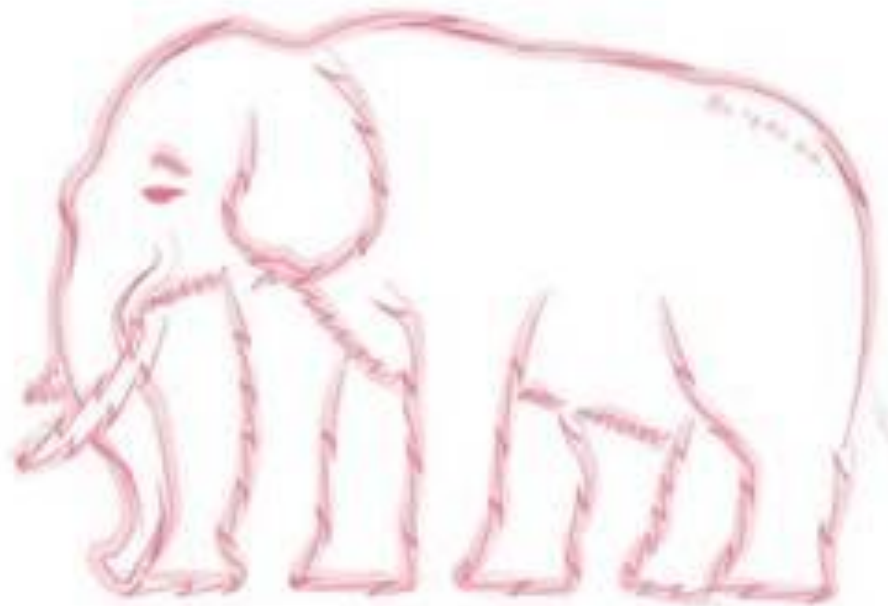# What already exists?

Break

Revising the ICLC

Recommend revisiting the Idaho Comprehensive Literacy Course

What is missing?

how many legs do I have?

1999

1. What were the state assessments in 1999?
2. In what year was NCLB passed?

Revisiting Idaho Reading Initiative

Recommend revisiting the Idaho Reading Initiation Legislation every five years

Feedback